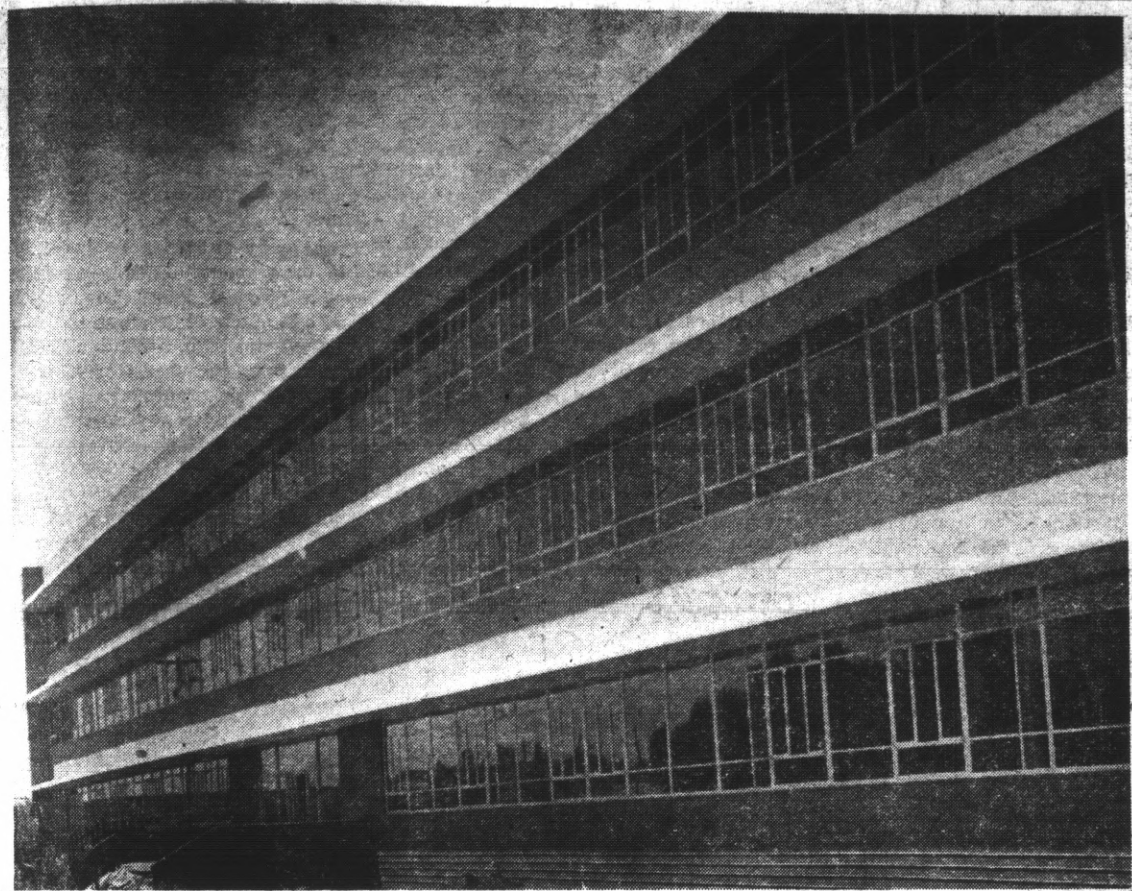


Golden Gate

Vol. 59, No. 15 18 SAN FRANCISCO, CALIFORNIA

Saturday, June 26, 1954



Gator photo by Frank Mallin

New Ed. Building Opens

Cast in the modern form of architecture, the new Education Building will be open today to more than 5000 students enrolled in State courses this Summer.

Built at a cost approaching one million dollars, this last addition to S.F. State's multi-million-dollar campus was described by Dr. Fred Shipp, professor of education, as simply "heavenly."

The impressive three-story structure, occupying the northwest section of the campus, unites its varied administrative, clinical and classroom functions with an interior of spacious comfort, set off by pastels of yellow, gray, and ebony trim.

This week saw the completion of the Education and Psychology Division's "little move" from the old campus, which has had its operations suspended. The 70 or more education faculty and administrative members occupied the new building early last week to prepare the division for the large influx of summer students.

All of the Education Division's seven departments will be housed in the concrete edifice, except the cerebral palsy clinic, which has under construction its own building on the campus. The clinic will be maintained at Redwood City for the summer, but

will occupy the on-campus structure upon its completion in the fall.

A spider-like stairway, impressing one's eye with a graceful turn, running from the entrance way on the southern side to the second floor introduces the visitor to the education "plant." To the left, in the eastern section of the first floor, are the special education clinic, observation, and faculty rooms. A dramatic addition to the observation rooms has been introduced by the installing of the one-way mirrors, whereby observers may note the activity inside the rooms, but occupants will only see their own reflections.

On the western end of the same floor are the audio-visual rooms and equipment. According to Dr. Shipp, the facilities are "very extensive" and designed to serve the entire college, not the education division alone.

At the far end of the building will be the education auditorium and lecture hall, which has a capacity of 120. Education authorities suggested that night and part-time students, who make up two-thirds of the education enrollment, will use, to a considerable extent, this feature of the building.

The second floor will house fifteen elementary education professors and

classes in its eastern end, while the western section will hold the administration offices for the entire division. Classrooms for secondary and school administrators will occupy this section, also.

The Psychology and Home Economics departments will conduct class on the third floor; Psychology in the east, and Home Economics on the west end of the floor.

Education administrative officials were well pleased with the better and expanded facilities of the new building in comparison with those of the old one.

New furniture for all the classrooms have already been installed, with the office material institution awaiting approval from Sacramento for the final go-ahead.

The Education and Psychology division has the following departmental breakdown: psychology, special, elementary, secondary, and audio-visual education; school administration; and home economics.

The division's special education department was selected by the State of California for the cerebral palsy clinic. According to Dr. Shipp, it has the best training program for teachers in the state.

Summer Activities Set With Dr. Kinsey; NAM

The Associated Students office has arranged the most comprehensive activities program in the history of the school.

Heading the list is the Lecture Series featuring Dr. Alfred Kinsey on July 1, discussing important recent findings in the field of sex relations. On July 8, Dr. S. I. Hayakawa will again lead an adventure into the realm of Jazz using two Bay Area Jazz combos to illustrate his evening.

Highlighting the program is a panel discussion between three prominent representatives of industry and three equally eminent educators. For industry is Dr. F. K. Brasted, Director of Education for the National Association of Manufacturers; N. Henry Gellert, President of the Seattle Gas Company; and H. H. Fisher, Vice-President-General Manager of the Fisher Brewing Company of Salt Lake City, Utah.

Dr. E. A. Lee, Dean School of Education, UCLA Dr. I. J. Quillian, Dean School of Education at Stanford; and Dr. E. A. Morphet, School of Education, will be the contenders for education. Dr. Fenton McKenna, of our Drama Department, will act as moderator.

The discussion will center around a recent publication of the National Association of Manufacturers, "This We Believe About Education." Education wants to know, if this attitude on the part of industry is FACT OR FANCY!

For sheer entertainment the last of the evening series will present Jean Hersholt discussing his "Fifty Years in the American Theater."

Dean of American Stage and Film Personalities, Mr. Hersholt will draw upon his rich experiences in every phase of the entertainment world. Interwoven with his script will be bits of dialogue from many of his films, plays, radio and TV programs.

All of these events will be held in Nourse Auditorium at Franklin and

Hays streets, near the Civic Center, downtown San Francisco at 8:15 p.m. The series is free to students of State, however, tickets must be obtained at the student body office.

WEDNESDAY NOON SERIES
CREATIVE ARTS AUDITORIUM
Beginning July 7 at 12:15 the Associated Students is presenting a series of free events for all on campus. Beginning the series will be a demonstration by the Pacific Telephone and Telegraph Company of Continental Dialing Systems and Micro-Wave Transmission.

A spectacular exhibition has been arranged with direct lines to Chicago and New York. Miss McCann of PT&T will operate the dialing half of the program and Mr. Tiffany, the Micro-Wave techniques.

Dr. Rob Stewart, a much beloved member of our faculty currently on leave, will address the noontime audience on the "Problems of Living In An Iron Lung And A Wheel Chair." With Dr. Stewart will be his physical therapist, Mr. Rye Boyon who will augment the discussion with his own knowledge of the problems of polio victims. July 28 has been set for this event.

William Winter, news analyst and lecturer will appear on July 21 at 12:15. He will probably discuss the situation in Asia. Mr. Winter has been a recent visitor to the Asia theater of the French-Indo-China conflict consequently his should be a most factual account of the problems facing the world today from the east.

Featuring the "75th Anniversary of Light," the Westinghouse Electric Company will offer the last program of the Wednesday Noon Series on August

This noontime series is free to all students and faculty, and will be held in the Main Auditorium in the Creative Arts Building. Each program is designed to be fifty minutes long. No tickets are necessary.

NUMEROUS OFFERINGS FOR SUMMER SESSION STUDENTS

Expanded campus facilities at State College await about 6000 students expected to register today and Monday.

Leo F. Cain, dean of summer session at S.F. State, anticipates a record enrollment, with large numbers in the college's nationally-known speech clinic at Redwood City, and its seminar and special education workshops.

The dean's office predicts a heavy percentage of graduate students on the summer campus. Many of these grad students will be working towards their Master's degree or teaching credential.

College administration officials, noting the suspension of the San Francisco City College's summer session, have extended the lower division summer program.

This factor, along with the final

completion of the New Campus plant, will tend to push the number of students over last summer's record high registration, these officials suggest.

The Creative Arts department has blueprinted an ambitious summer program, which will include a full-scale production of Shakespeare's "King Richard III" in the modern main auditorium. A graduate seminar in education theater, plus an enlarged drama course unprecedented in the college's history, will be offered summer students.

Those interested in the education of exceptional children, in its varied manifestations involving the deaf, the blind and partially seeing, or the mentally retarded, will gain the advantages of such features as:

1. The teaching of Miss Mildred A. Groth, principal of the Lexington (Continued on page 7)

This Summer's Registration

With the occupancy of the new Education Building by thousands of returning teachers and graduate students, the first summer registration on a unified S.F. State campus is being conducted today and Monday.

Informed sources indicated that the greater part of the students will pay the registration fee of \$8 per unit or fraction of a unit today, beginning at 9 a.m. in the morning and ending at 3 p.m. this afternoon, with the noon hour reserved for lunch.

Monday registration starts at 8:30 a.m. and concludes at 3 p.m., again with the noon hour for lunch. The entire registration procedure will be conducted in the Women's Gym.

Over 6000 students are anticipated by college officials, who hope this summer's registration will be equal to, or be greater than, last summer's record making enrollment. Unit load during the regular summer session is six units.

Today's and Monday's registration

is for the regular summer session and must be made in person by the enrolling student. Late registration fee goes into effect June 30; students will be charged an additional \$2 for enrollment after Monday.

The Post Session registration will be on Monday, August 9, with the same general principles and procedures that are in effect during the regular registration.

Dean Leo F. Cain's office, in charge of summer sessions, implied that the student population, made up in large portion by practicing teachers returning to college for additional units, will be an older, more mature group, than attend during the fall and spring terms.

However the administrative office declared that many more lower division students are expected to arrive on campus today and Monday, because of the nearby junior college's

(Continued on page 3)

Star of 'Porgy' to Sing Here

Helen Thigpen, star of "Porgy and Bess," currently at the Curran theater in San Francisco, will give a concert on the campus, Wednesday, July 7, at 8:30 p.m.

Miss Thigpen has just returned from a tour of Europe with the "Porgy" company, where she gave many successful personal performances as a concert artist.

Gifted with a rich mezzo-soprano voice of great range and flexibility, Miss Thigpen will do a program of modern composers including several numbers by John Edmunds, renowned San Francisco composer and founder of the Campion Society of this city.

Tickets for this unusual event will be available at the Student Body office in Hut T-1 at \$1.50 each. It is unfortunate that this concert could not be included in the regular free series, but the opportunity came too late to schedule Miss Thigpen.

State Prof. Runs For Office

BERKELEY—Stanley K. Crook, recent winner of the Democratic seventh congressional district primary will continue at S.F. State College as an instructor in economics during the fall campaign.

Limiting his academic activities to part-time lecturing next semester, candidate Crook combined teaching at S.F. State with his primary campaign this spring.

One factor in that campaign was the Liberal Democrats' stand against the national and State "persecution" against the schools and intellectuals in general.

The whole battery of legislation involving loyalty oaths and similar "anti-communist" laws, are merely the latest tactics in the anti-intellectual offensive, Crook suggested.

Motivated by a fear of anything new, these advocates of conformity in thought and behavior exhibit the logic of totalitarianism. The resultant

rigidity of thought will bring about the very breakdown of our national system that the communists are hoping for, Crook concluded.

In regards to the actual primary election, the Democratic candidate labeled his Republican opponent as a "do-nothing" in Washington.

The veteran of several Pacific Naval operations and Lt. Commander in the U.S. Naval Reserve thought that the new primary ballot with the party designations alongside candidates names, helped his and other Democratic nominations.

After being endorsed by nearly 600 delegates to a Alameda County Democratic convention of seventh district clubs and precinct workers, Crook's campaign aim was to become familiar to the voters.

In reference to the growing polarizing of political opinion in the United States to the far Right or Left, Crook (Continued on next page)

DOES 'ANTI-RED' ACT PROMOTE SECURITY?

By Carl Ansberry
Gater Political Editor

California's "anti-communist" legislation is to "strengthen" the security of the nation. Those who advocate this legislation see it as "justly vigilant," as an honorable attempt to "combat subversion" in the public schools.

In opposition, the majority of teachers see it as a direct assault upon their security; of their security as citizens enjoying the rights of a democratic society.

California's "anti-communist" legislation, in its essence, is contained in Section 12601-05 of the California Education Code. This act requires the educator to pass definite "tests" of loyalty under threat of discharge for insubordination.

One of these "tests" is the Levering Oath, which requires educators to sign an oath stating that they are not now Communists, and if they have been Communists, to sign a statement of disenfranchisement.

The most controversial legislation is the Dilworth Act, which requires school employees to answer "pertinent" questions from any committee or sub-committee of the U.S. Congress, the California State legislature, and the governing board of the school district.

The "pertinent" questions, which the school employee is forced to answer are seemingly limited to "communist activities." This illusion is supported by the Section of the Education code, which defines the "scope" of questioning.

The educator must answer questions dealing with advocacy of the forcible overthrow of the state, present knowledge "knowing" membership in any organization advocating violent overthrow, past "knowing" membership since September 10, 1948 in any such organization, past mem-

bership in the Communist Party since September 10, 1948 and present "knowing" membership in the Communist Party.

Advocates of the Dilworth Act point out that this limiting of questioning places a safeguard upon the "freedom" of the individual and only deals with those activities which fall outside the "scope" of the United States Constitution.

Unfortunately this is completely untrue, for an investigating legislative body is not limited in the scope of the questions it can ask, and also, the witness must answer all questions, once he loses the "franking privilege" of the Fifth Amendment.

Consequently, if the school employee has some area of life, that he does not wish aired before the public, he is faced by two alternatives: one is silence on certain questions and a contempt citation, the other alternative is the use of the "controversial" Fifth Amendment.

If the witness invokes the Fifth Amendment, he is immediately discharged for insubordination. If the witness remains silent on certain questions, he is faced with jail or a fine.

The total effect of the Dilworth Act leaves the educator with few alternatives. He may be forced from his profession, or actually thrown into prison, if he decides against "telling all." If he does "tell all," he may be subject to the worst type of blackmail; blackmail by the wrath of a fearful public.

Expression of various types of social-economic reform, or heretodox religious concepts, or again Fabian Socialism, or pacifism could result in ostracism by intolerant segments of the community. And this ostracism might result in eventual discharge from the educator's job, or at least, a tortuous social position.

IS REPRESENTATIVE ROBERT L. CONDON A UNITED STATES 'SECURITY RISK'?

By Dale Tussing

One of the most unusual election campaigns in the nation is being presently waged in the Bay Area's Sixth Congressional District.

Robert L. Condon, incumbent Democrat—who has been tagged a "security risk" by the U. S. Atomic Energy Commission, has been accused of "Communist connections," and who has been denied support from Democratic National Headquarters—is running for re-election.

Late last year it was disclosed that Condon, who has spent six years in the U. S. House of Representatives, had not been given clearance to witness a special A-bomb test in Nevada.

In an effort to clear his name, the handsome, World War II veteran waived his congressional immunity, and declared under oath he was not "nor had ever been a member of any communist organization." He answered all questions put to him to avoid the new slogan, "Fifth Amendment Communist."

But Condon was aware that more accusations than denials make the front pages these days. And the extent to which local newspapers have gone in using unproven accusations against the Congressman and those of his party seeking other elected

offices is alarming.

The story made Condon briefly a national celebrity. One magazine which saw fit to bring its own indictment against him was the *American Mercury*, a Hearstoid pocket-sized monthly, which has, among its editors, J. B. Matthews ("There are more communists in the protestant clergy . . ."). The magazine ran an article chiefly concerned with Condon, called "Red Congressmen?"

Like most other members of the House of Representatives, Condon early in 1954 began planning his campaign for re-election. He was aware that he would have a tough election. He'd beaten his Republican opponent, Roger Baldwin, by only 2000 votes in 1952, and was facing Baldwin again. And besides Baldwin, he was facing the unfavorable publicity given him by his "security" classification.

Then came the startling news that Stephen T. Mitchell, head of the Democratic National Committee, had publicly announced that the party had withdrawn support for Condon. Mitchell lumped Condon together with James Roosevelt, also a candidate for Congress and in the midst of an adultery scandal, and said that both men were "seeking public vindication" in their election campaigns.

and that this placed an "undue burden" on the party.

State Senator George Miller, Jr., chairman of the California Democratic State Central Committee, asked Mitchell to "keep out" of California politics.

Local newspapers picked up the "national repudiation" angle, tacked it onto the "security risk" story, and have played Condon for all he is worth, not only in articles concerning the Sixth District campaign, but in articles on gubernatorial candidate Richard Graves and, inferentially, the entire Democratic ticket in California.

Front-page stories have been devoted to a group of 14 "Democrats Against Radical Party Leadership" (13 of whom are old enough to vote), telling of the Miller-Condon-Coffey support given Graves (referring to Bert Coffey, an organization Democrat, who recently revealed former membership in the Communist Party).

Besides Baldwin, Condon faced Richmond City Councilman Al L. Day, a Democrat, in the primary. Day claimed that Condon's usefulness to the Sixth District had been impaired by his "security" classification.

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More About Stan Crook

(Continued from page 1)

declared that it is making this nation increasingly vulnerable to hysteria and the resultant censorship of non conformity.

Democracy is a form of feeling and act, not a platonic ideal, and all the



STANLEY K. CROOK

people must experience it to know what democracy means, he explained. Its effects cannot be limited.

In regard to the social problems involved in racial and religious discrimination, Crook noted with satisfaction the legal end of segregation in schools, but cautioned that the people must be educated in the ideal of racial equality before discrimination can be eliminated.

He suggested that the problem is far from being confined to the Southern States. "Gentlemen's agreements," and restrictions on the residential areas open to Negroes and other minority groups are prevalent in the S.F.-East Bay area.

As for the economic difficulties facing the people of his district, Crook declared that the present downward trend in business is throwing many persons out of work. Public housing is another major consideration.

Federal aid for public housing and

education, in the New Deal tradition, is in the Crook platform.

The entire education situation is fast approaching a "crisis" stage with understaffed schools, underpaid teachers, and increasingly overcrowded classrooms, the economics instructor said.

Crook has held positions in business, education, and government work. He has served as the executive secretary of the Assembly Interim Committee on Public Health. He has worked with several federal departments as a labor relations advisor, a special consultant, and as regional economist for the Office of Price Stabilization.

The Democratic representative candidate, as executive secretary of the Pacific Coast Board of Inter-Governmental Relations, knew Gov. Earl Warren; knows Democratic candidate for Governor Dick Graves, and Secretary of the Interior George McKay.

Crook is 40 years of age, married, and the father of two sons. Asked to comment on his prospects in the November congressional election, he stated: "they're very good."

He feels that the uncertainty, disorganization, and the Army-McCarthy hearings on the part of the Republicans will aid all Democrats nationally.

Further, he feels that the '52 Eisenhower victory was in large part a product of the excessive idealization of "Ike" as a paternal symbol. Disillusionment, especially among the working, racial or religious minorities, and Liberal elements, with the Eisenhower administration will swing votes back into the Democratic column.

Also, the heavy Democratic registration in California, because there will be a two-party race with publicized campaigns, should bring out the Democratic vote and stabilize it among party candidates.

Lastly, Crooks will begin a vigorous examination of his Republican antagonist's record in the House, and will wage a strong campaign for both party votes come November.

—Michel Quillbalt

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COMMUNISM AND EDUCATION:

The 'Science' of Security . . .

By John T. Urton, graduate science student

(Editor's note: Mr. Urton's article on the impact of the national reaction to Communism is the first of a series of projected essays involving Communism in Education. In future issues of the paper, representative students from various academic fields will display their opinions on this topic.)

Mr. Urton, a graduate science student at S.F. State, has attended several universities throughout the nation, served with the Armed Services during WW II, and has studied theology, philosophy, along with working with various Humanist groups.)

At the request of the Golden Gater, I wish to state my views regarding the security of science on the campus and throughout the nation. It shall be my task to represent the scientist's view of the problem of security.

It is not my intention, however, in this article to discuss the plausible objections to the methodology of the McCarthy Sub-committee, but rather to point out the implications of recent developments in security upon science as a whole.

Recently in an address over eastern networks Adlai Stevenson stated that "the strange new science of security threatens the security of science" and "the conflict between our security investigation committees and scientists threatens the security of the nation."

Perhaps, then, it is well that we examine the security-science situation and evaluate the numerous attacks that have been made upon persons who are now regarded as security risks.

It would appear Mr. Stevenson is not alone in his belief that science has been threatened by this new school of security, as witnessed by the recent reply of the Scientists' Committee on Loyalty and Security, a branch of the Federation of American Scientists, in regard to the Fort Monmouth Case.

Early last October the Army Signal Corps engineering laboratories at Fort Monmouth, New Jersey suddenly became the subject of sensational and alarming newspaper headlines. Senator Joseph McCarthy announced the discovery of a situation which had, in the words of Senator McCarthy, "all of the earmarks of extremely dangerous espionage."

Senator McCarthy further said that secret documents had been taken from the laboratories of Fort Monmouth and copies of these had been seen in east Germany.

He charged that Fort Monmouth

personal had been linked with known spy-rings and that an important witness had broken down and finally agreed to tell all he knew about espionage.

Meanwhile, the Army announced that it was suspending a number of Monmouth employees "for security reasons." It was for the Scientists' Committee in Loyalty and Security to make a study of the facts underlying the charges produced by Senator McCarthy.

The resulting statement released by this group after comprehensive investigation, was as follows: "We do not find any evidence whatsoever to suggest that the charges brought upon the Fort Monmouth personnel are valid."

This committee has interviewed some of the Fort Monmouth employees and heard about 80% of the group by way of a questionnaire. It has also obtained from the attorneys all of the charges against those suspended, together with their answering affidavits.

The results of this investigation are interesting in that they point out a considerable breach between the statements of Senator McCarthy and the sworn oaths of the scientists and technicians under accusation, as well as their superiors who are not under suspicion.

Aaron Coleman, a section chief at the signal laboratory was accused of having been recruited into the Young Communists' League by Julien Rosenberg and that he had been caught with secret radar documents taken from the laboratory by him in 1946.

The Scientists' Committee on Loyalty and Security found Coleman had never been a member of the above named Communist organization, though he had unwittingly attended one meeting of this group in 1937 when he was a college student.

It is also turned out that he had met Julien Rosenberg that same year at a social function and had never renewed his acquaintance with this man. As to the secret documents he was accused of taking from the laboratory, these turned out to be declassified material and he was merely using them for overtime work with the permission of his supervisor.

As for the record of Aaron Coleman, he received a commendation for his part in developing some of the most important radar sets used during World War II. His associates and superiors affirm his loyalty in the strongest possible terms.

I have mentioned the case of Aaron Coleman because he is a typical scientist among the group of 150 sci-

tists and technicians accused by the McCarthy committee of disloyalty and subversive activity.

It is also significant that the charges against the other scientists of this group are equally unfounded.

Indeed, many of these charges are absurd to the point of being humorous and at best they are merely very poor circumstantial evidence based upon the reputations of past associates who are suspected by the McCarthy committee of being subversive or ex-members of the Communist Party.

For example, five of the scientists regarded by the committee as subversive are accused of associating with their wives (a terrible crime), three with in-laws, and eleven with blood relatives. One man is charged with maintaining a continued association with his father . . . while still another was accused of attending a rally at which Paul Robeson spoke.

To top the list, one young scientist, Hans Inslerman, was accused of distributing pamphlets calling for an end of our military efforts. It turned out that the so-called subversive pamphlets were Quaker brochures opposing universal military conscription and that he gave copies only to several interested friends.

We are reminded of the days of rolling drums of the Hitler youth and the Gestapo's rigid censorship of personal opinion.

Needless to say, in spite of the evidence that the 150 scientists were not even remotely subversive, and the loyalty commission's evidence exonerating them, they are no longer working at their former jobs.

It is true that a number of the scientists under suspicion were not removed from the payroll of the government but were transferred to unclassified jobs where their many years of valuable experience in physics and electronics are now being used in the preparation of textbooks, records, and teaching in signal schools.

Others are contributing to their former projects in an advisory capacity. Some are working on minor unclassified projects completely unrelated to their former tasks.

Most of these men feel their talents are poorly utilized and it is safe to say this highly skilled and technical manpower is being largely wasted.

It is interesting to note that the group of men retained in the employ of Fort Monmouth but in unclassified jobs are referred to as the "Leper Colony."

It would be difficult to estimate the damage to the morale of the Fort Monmouth employees, caused by

these investigations. The financial loss is more easily ascertained. An estimated twenty million dollars has been lost to the research commission in delay, loss of leadership, and training.

Approximately forty-five of the accused individuals were key personnel, fifteen of whom were at the level of section chiefs or higher. Many were vital spark-plugs in research projects that have now come to a standstill. . . . We begin to wonder just which direction the subversive element lies—the young men of research who have sworn that they are loyal to the United States government, along with the vouchers of their superiors, or the McCarthy Committee that has pointed an accusing finger without valid evidence to substantiate their convictions?

The case of J. Robert Oppenheimer would not appear to be a minor incident in the conflict between the security forces and the welfare of science.

Here is a case that promoted a general feeling among scientists that there is a deep-rooted discord between the scientific community and the concept of national security epitomized in congressional investigation committees and the Federal Bureau of Investigation.

Harold Urey, one of the former leaders of the atomic weapons project said, "The American people should realize how seriously our science and technology have been impaired."

Here we may reflect that Dr. Oppenheimer was one of the key minds in the development of atomic energy. Let us then pause to wonder whether other great scientists will hesitate to offer advice to a government which destroys those who turn out to be on the losing side of an argument in an advisory committee.

It would appear that this is the exact case of Dr. Oppenheimer. He has served the world of science and his nation diligently up to the very present. He has been exonerated of all charges of subversion and disloyalty by the FBI, and yet he has been denied the privilege of working on classified projects.

We ask ourselves why . . . Why should this great man be so persecuted by those who would claim the honor of upholding the security of this nation? He is not now, nor has he ever been a communist.

True he has known personally a number of persons who were members of the Communist party when he was a young man studying in the university.

When we reflect that there were

very few professors or students in the 1920's or 30's who did not know someone in one of the student communist groups however, this would not appear unusual.

We must remember, that at the time Albert Oppenheimer was attending the university, that the Communist party was not considered an outlaw group, and at that time the membership of that organization contained many of the greatest men of that day . . . But Dr. Oppenheimer was not even a member of that party.

We wonder if the reason for his suspension from classified projects is not because he dared to have opinions and moral views of his own on the use of atomic energy.

Even here we are told that Dr. Oppenheimer bowed to the decision of the majority and thoughtfully put aside his own beliefs because he was outvoted.

Where then lies the basis of his misconduct? Do our scientists have to agree personally with the decisions of our government that they may become good security risks?

It would seem that in their attempt to fortify the spine of science our Congress and the F.B.I. have succeeded in removing the brain as well. Such surgery might be compared to the freshman in the dissection class gone wild with a scalpel.

As a parting remark I should like to say that I have not intended to be in the least subversive in submitting my personal views in this article.

I somehow remember the almost forgotten words of our forefathers, that "this should be a nation dedicated to freedom, with liberty and justice for all."

I have faith that the words of these great men are not dead and that they shall echo through our halls of knowledge long after the demagoguery of some of our politicians and statesmen has gone into the political garbage can.

We may be sure of one thing however, if personal freedom dies, then science must also die, and if this should ever come to pass then the United States would take its place among the other great nations that have risen to great power and prestige only to fall because of the weakness and stupidity of a few leaders.

I am reminded of the words of John Stuart Mill when he said, "A state which dwarfs its men, in order that they may be more docile instruments in its hands, even for beneficial purposes, will find that with small men no great things can really be accomplished."

World At Large . . .

By Mohammed Aswag

Will India abolish caste system? One of the most irritating questions an Indian has to answer whenever he visits the Western World. Newspapermen, politicians, business men, school teachers and even the layman ask the same thing perhaps in different words. "It is true that our government has outlawed caste system within the country, but I cannot deny that great names still practice it," remarked Harnaik Singh, an Indian student enrolled at S.F. State.

The caste system could be traced through the pages of Indian history up to the early Religious Scriptures. It is as in these Scriptures where men were segregated from their fellow man.

The four main castes were the Brahmins, Kshatriyas, Bunnyas and the untouchables. These major groups

had subdivisions strong enough to catch the eye of a casual traveller. The Brahmins, being the priestly group, enjoyed special privileges. They were well versed in Sanskrit, the language of the day and thus became the rulers. Below the Brahmins were the strong husky military group (Kushtriyas). The businessmen (Bunnyas) formed the third group. Though they possessed almost two-thirds of the nation's wealth, they were socially prosecuted.

The untouchables, whom Gandhi called "Harijans" (God's chosen people) were the unfortunate underdogs. They did all the dirty, and back-breaking work. Socially they were treated worse than animals. The

sacred cow of India had a better status than the untouchables.

Gandhi, known to the world as the "twentieth century Prophet," and to the Indians as "Bapu" (father of India) was the man who devoted his life in abolishing castes. He preached in every village of India, what he called "equality of man." Education has helped Gandhi's teachings and imaginary barriers have disappeared among the educated group.

Among those who have not yet been exposed to education, superstition and religious dogmas demand caste barriers. The literate Indians hope and the world wishes some day man will be able to shave and enjoy his "God-given rights" with his fellow man.

State Registers Today

(Continued from page 1)
discontinuing its usual summer session classes.

These two factors should combine to swell SF State's summer enrollment. Instruction begins Tuesday, June 29.

Three off-campus sessions will be conducted by SF State College. One will be at Modesto Junior College, another at Santa Rosa Junior College, and the last at Vallejo Junior College. All these courses start on June 21 and end July 30.

Other incidental fees include: three dollars for graduation diploma; a four dollar state fee for every credential (after first copy, \$1 for copy of transcript); and private music lessons, \$4 per lesson.

More Classrooms

A series of courses in creative experience, employing the efforts of the Creative Arts, the Education, and Psychology departments, will handle the problems of nursery, kindergarten, and primary school children.

The summer program involves a well-rounded curriculum with emphasis placed upon education courses.

Credentials

All students earning credentials must file two sets of fingerprint cards when filing credential applications in the registrars office.

Arrangements have been made to have these fingerprints taken on July 1, 2, 6, 7, 8, and 9, from 1 to 4 p.m. in Room 166, Administration Building.

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COLLEGE UNION

MEAL HOURS

GRILL ROOM

7:30 - 4:30

MAIN DINING ROOM

Breakfast
7:30 - 10:30

Lunch
10:45 - 2:00

Afternoon Snack
2:00 - 3:30

Hurt Before Trial

By Stephen T. Davis

Written exclusively for the Gater

The attitude of the public towards the contemporary investigations into subversion and disloyalty in the United States—with such resultant evils as the concept of "potential" disloyalty—is marked by an unfortunate tendency to lose sight of the element of human personality among the reams of paper and rolls of tape which have recorded the progress of a program which has been variously interpreted as everything from a necessary evil and a courageous act of patriotism to a denial of human dignity and decency.

We have often heard the glib remark that "after all, the committees do not execute or imprison anyone." Such a casual dismissal of activities which have not only blasted the careers of individuals but threaten the traditional foundations of our system of government, reveals a callous disregard for those things besides the physiological process of respiration which are indispensable to life worthy of a human being.

There are times when death or imprisonment would represent the more desirable of several alternatives.

Only when there is a general awakening to the fact that the object of the charges and counter-charges, libeling and labeling, is a human individual whose sensitivity defies electronic transcription, and whose spiritual integrity is worth more than any system of political expediency, will it be possible for the government to conduct this unfortunate but necessary inquiry in a manner consistent with its ends: the preservation of a governmental system which postulates the dignity of the individual personality.

It is to expedite this awakening that our writers and speakers have the responsibility of acquainting their various audiences with what might be termed "the anatomy of inquisition." There are more ramifications to this issue than can be discussed here; but a significant item is the deadly efficiency with which even a superficial investigation (such as the smear-and-run tactics of the Velde vigilantes) can end a man's career and force him into social obscurity, often after almost a lifetime of a dedicated participation in academic and scientific affairs.

William Williams (a fictional composite of several real individuals) had taught Greek literature in Libertyville for thirteen years.

Shortly after he gave an address to a student organization on the Declaration of Independence, emphasizing the passage which establishes the right of the

people to rebel against the government when it is oppressive of its just ends, an un-American (sic) committee announced that twenty years before that date, Williams had associated with an individual who had written an article for a magazine sponsored by an organization whose leadership had been infiltrated by known leftist sympathizers.

Nothing had been said to suggest that Williams himself was possibly disloyal. However, the newspapers the following day carried such headlines as WILLIAMS BEFRIENDED RED, WILLIAMS COMMIE?, and WILLIAMS SUSPECTED BY LOYALTY GROUP.

The American Legion and VFW demanded the immediate suspension of Williams until the committee could more thoroughly investigate his association with the suspected writer; the PTA and the DAR barred his wife from their social activities.

In the subsequent investigation, it was established that Williams had been mis-identified; but, no paper carried an announcement of this development.

The committee left town suddenly to investigate a communist vegetarian in another part of the state; and the patriotic organizations continued their ban against Williams.

Parents wrote the administration of the school in which he taught, and demanded his removal; students refused to attend his classes; vandals motivated by patriotic considerations ransacked his home.

Letters were published insisting on Williams' inability to teach ancient literature without bias ("Marx and the Acropolis"); he received countless calls and letters advising him to leave town and return to Russia (he had been born in Chicago).

He had his telephone disconnected, but after a group of veterans held a rally on his front lawn (which the local constabulary refused to halt), and several merchants refused to do business with him, he was forced to resign his position, sell the home he had been fifteen years in the building, and retire to an obscure farm town in the Midwest.

(A study of the cases of the University of Washington, the University of California, City College of San Francisco, Reed College and others will provide a basis for this composite.)

It is time for a powerful re-statement of that principle which has brought this country further than any other in the direction of complete liberation of the human personality from the fetters of tyranny and ignorance: the principle that personality is more precious than nationality, that a pound of flesh is more precious than a ream of paper.

This stand came as a result of Dean Alan Johnson's motion, which, in effect, pushed back, until final consideration of the yearly budget of on-time budget requests, the consideration of late club budgets.

\$3515.84 of the summer budget will be spent for various activities, in-

GOLDEN GATE JAZZ

DITDIT DITDIT DIT DA DA DADITDIT... HI!!!

What's going on in the Bay Area concerning Jazz? Who's playing at the local clubs, members of S.F. State participating in the jazz groups around and about the Golden Gate, New Musical Events of the future on S.F. State Campus, COMING ATTRACTIONS... ALL this and more, right here in this column for the Faculty and Student Body of San Francisco State College.

The writer sincerely hopes to present in "Up Tempo" movement and "Musical" arrangement all of the activities available to members of San Francisco State College and humbly requests that you, you, and you, the readers will visit, enjoy and applaud the able musicians and their music. YOU'RE ENTITLED TO IT...

NOTES ABOUT S.F. STATER'S... COMING COMING July 2nd. Have you heard about Virgil Gonzales and his Caribbeans at the beautiful Caribbean Room, Capitola-by-the-Sea? Perhaps as you know, VG is a member of S.F. State, majoring in music—(Wow, and how this s'boy "majors"—smile).

For the summer months, VG and group (likewise composed of S.F. State members—Clyde Pound, Pete Dovidio, Neil Van Valkenburgh, Forest Ellege and last but not least, "Scrappy" Zalba) will be swinging in the Caribbean style, six nights weekly.

Monday is the welcomed "rest night" for the group. Incidentally, Capitola-by-the-Sea is four miles of Santa Cruz. WHAT ELSE?

The Caribbeans are broadcasting too, Saturday nights, station KBNY Monterey, 10:30 to 11 P.M., MC Johnny Adams. WOW...! Lots of luck to you Virgil. We certainly will get down to beautiful Capitola-by-the-Sea to "sea" you...

"Fran" Ashman, a lovely "suntanned belle" of S.F. State is currently appearing at Hoberg's Resort in Lake County California.

How to get there? HiWay 29 to Clear Lake. This "crazy chick" is a bassist and member of the Sal Carson Orchestra. Sal features "Music for Dancing." Nice, huh? Next Dance?

Cal Tjader and Dick Wynes, former S.F. Staters, are appearing nightly at the Blackhawk, with Vernon Alley—"Mr. Music of S.F." All this and ANITA O'DAY.

NEXT AT THE DOWNBEAT... COUNT BASIE and his Big Band on June 22nd, for ONE WEEK ONLY. Thereafter, on June 29, Pee Wee Hunt and his Stars. We certainly plan on seeing the "COUNT" and Big

cluding the summer Golden Gater, a registration dance, a lecture series with several outstanding speakers and panels, and other social affairs.

The income from activity cards runs in the neighborhood of \$7500.00. On acquirement of the card, individ-

(Continued on page 8)

with
Tommy Harris

of information do you know about that you would like to see covered in this column?

Do YOU have info about "musical activities" that you would like this writer to know??? If so, contact Tommy Harris, GR 4-5756 or San Francisco State Golden Gater, and "Man, I'll make it." LATER...

State Students
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to

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Monday
June 28th Only

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COUNT
BASIE

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Student Board

In its inaugural meeting, the Associated Students Board of Control approved without a dissenting vote, the \$9,350 summer session budget.

A rigid stand on the issue of tardy budget submission by subsidized on-campus organizations, hovering about the Humanites Club budget, was also sustained by the Board.

By having failed to meet the May deadline on budget requests, the club will have to wait until the regular budgets have been drafted and approved, before the tardy budget is taken up.

NORMA H. LEVIN

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362 WEST PORTAL

Two Staters Marry

Two recent marriage ceremonies were of great interest to S.F. State students and faculty.

On Sunday, June 6, Charles Mendoza took Louise Pariaini as his bride at All Souls Catholic church in South San Francisco.

The bride was attended by Lois Questoni, who served as maid of honor. In attendance to the bridegroom was Jerry Deerwester, who acted as best man.

The newlyweds plan to live in South San Francisco. Mendoza is a student at S.F. State. He is on the staff of the Golden Gater and a member of Radio-TV Guild.

At noon on Sunday, June 12, the marriage of Joan Marie St. Charles and Donald Thomas Condon was celebrated in Corpus Christi church, in Piedmont in the East Bay.

The bride is the daughter of Mr. and Mrs. Ray St. Charles, 1120 Everett avenue, Oakland. She was given in marriage by her father.

The bridegroom is the son of the James Condons of Albany, California. He is a graduate of S.F. State college, spring 1954.

He was a member of the Beta Chi Delta fraternity and general manager of the Radio-TV Guild.

The bride is in her senior year at St. Joseph's College of Nursing.

Those in attendance to the bride were Betty Ann Cox, maid of honor, and bridesmaids Patricia Foster and Patricia Towey, all of Oakland. Mary and Betty Duncan, of North Hollywood, were the junior bridesmaids for their cousin.

In attendance for the bridegroom were his brother Thomas, who was best man, and ushers were Dr. James Condon, David Cox and Edward Stoermer. Stoermer was chief announcer of KRTG during the spring term at S.F. State.

More than 300 were in attendance at the wedding, after which a reception was held at the Glenview Women's Club in Oakland.—MKS.

Gym Facilities Open

All physical ed. facilities will be open to the students this summer, from 3 to 5 in the afternoon every class day.

Every Tuesday the swimming pool will be open to all students and faculty members, from 7 to 9 in the evening.

Badminton, tennis, volleyball, basketball, swimming, and other sports, organized and individual, will be available to the students, at the Men's Gym.

Several badminton, golf, tennis, and other courses will be open to the public for enrollment and college credit.

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GOLDEN GATER

SAN FRANCISCO
STATE COLLEGE

Editor

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Managing Editor
ROBERT KLANG

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National Advertising Service, Inc.
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**Associated Collegiate
Press**

Deadline for incoming publicity Friday,
1 p.m., for the following Friday's issue.

Complete Schedule of Summer Session Courses

TIME AND ROOM SCHEDULE San Francisco State College Summer Sessions, 1954 San Francisco Campus Sessions

Key to Time Schedule

Unless otherwise specified, all classes meet daily, Monday through Friday. Classes starred (*) indicate class size restricted, signature must be obtained from division representative.

For detailed information, please consult 1954 Summer Session Bulletin

ABBREVIATIONS

AI—Art and Industry Bldg.
BSS—Business and Social Science Bldg.
CA—Creative Arts Bldg.
ED—Education Bldg.
S—Science Bldg.

Schedule for Special Tests

Written English Skills:

Tuesday, July 6, 1-4 p.m., BSS 110

Reading Test:

Wednesday, July 7, 1-2:30 p.m.

AI 201

Hygiene Test:

Wednesday, July 7, 3-4 p.m. BSS 219

General Culture Test:

Thursday, July 8, 1-4 p.m. AI 201

Education Masters Qualifying Exam:

Saturday, July 10, 9-12 a.m. AI 201

Graduate Record Exam:

Saturday, July 17, 8-5 BSS 110

Fire and Safety Test:

By arrangement

Speech Test:

July 6, 7, 8, 11-12. A.D. 106.

ATTENTION VETERANS: In order to clarify objectives, it is necessary that all returning veterans taking work under PL 346 bring with them at the time of registration a copy of their latest 1907 form as well as certification showing that they have been teaching during the preceding school year.

Veterans attending under PL 550 must present their certificate for Education and training at the time of registration to Mrs. Kay Krause, Room 166, Administration Bldg.

REGULAR SESSION

June 26 to August 6

Registration Dates:

Saturday, June 26th—9-12 & 1-3.

Monday, June 28th—8:30-12 & 1-3.

Registration at New Campus Gymnasium, 19th & Holloway Aves.

Report to south entrance of gym for instructions on registration procedure.

The following off-campus sessions will register at the New Campus gym on the same dates as registration for the regular S.F. Campus session, June 26 and June 28:

Sierra Camp

Northern California School for Cerebral Palsied Children in Redwood City.

POST SESSION

August 9 to August 27

Registration: August 9, 8:30-12 & 1-3.

Registration at New Campus Gymnasium.

REGULAR SESSION June 26 to August 6 Division of Business and School of World Business

| Dept. and Course No. | Instructor | Hour | Room | Units |
|--|----------------|----------------------------|---------|-------|
| Accounting s60.1 | McClatchy | 9:30-10:45 | BSS 219 | 3 |
| s260 | Stenberg | 11:00-12:15 | BSS 219 | 3 |
| Business Education s196.1 | Stenberg | 12:30- 1:45 | BSS 219 | 2-3 |
| s196.2 | Staff | 11:00-12:15 | BSS 214 | 3 |
| s199 | Staff | By arrangement | | 1-2 |
| s199.2 | Staff | By arrangement | | 1-2 |
| s199.3 | Potter & Staff | By arrangement | | 1-2 |
| s297 | Madison | 9:30-10:45 | BSS 214 | 2-4 |
| s298 | Staff | By arrangement | | 1-4 |
| s299 | Staff | By arrangement | | 2-6 |
| Business Law s117.1 | McClatchy | 8:00- 9:15 | BSS 109 | 3 |
| Marketing and Merchandising s182 | Potter | 9:30-10:45 | BSS 213 | 3 |
| W.B. s183.1 | Potter | 11:00-12:15 | BSS 213 | 3 |
| Secretarial and Office Management s20.1 | Staff | 11:00-12:15 | BSS 212 | 2 |
| s20.2 | Staff | 8:00- 9:15 | BSS 212 | 2 |
| s120 | Staff | 8:00- 9:15 | BSS 212 | 2 |
| s122.1 | Madison | 12:30- 1:45 | BSS 209 | 2-3 |
| s126.1 | Staff | 2:00- 3:15 & 3:15- 4:15 | BSS 214 | 3 |

Division of Creative Arts

| | | | | |
|-----------------------|------------------------|-----------------------------------|--------------------------|-----|
| Art s1 | | | | |
| Section I | Erickson | 1:10- 2:00 | AI 204 | 2 |
| Section II | Kagan | 2:10- 3:00 | AI 204 | 2 |
| s104 | Green | 8:10-10:00 | AI 214 | 2 |
| s114.1-4 | Orth | 10:10-12:00 & 2 hours arranged | AI 102 | 3 |
| s126.1-4 | Erickson | 10:10-12:00 & 2 hours arranged | AI 104 | 3 |
| s130.1-4 | Johansen | 1:10- 3:00 & 2 hours arranged | AI 205 | 3 |
| s165.1 | Hall | 1:10- 3:00 & 2 hours arranged | AI 215 | 3 |
| s173.1-4 | Green | 1:10- 3:00 & 2 hours arranged | AI 223 | 2-3 |
| s176.1-4 | Magnani | 10:10-12:00 & 2 hours arranged | AI 117 | 3 |
| s298.1-4 | Johansen | 3:10- 4:00 | AI 116D | 2 |
| Creative Arts s130 | | | | |
| Section I | Kagan, Bertram & Aubin | 8:10-10:00 | AI 109 | 1-3 |
| Section II | Kagan, Bertram & Aubin | 10:10-12:00 | AI 109 | 1-3 |
| s102.1 | Wilson | 2:00- 3:15 | CA 107 & (CA 104-102) | 3 |
| s107 | Irving | 7:30- 9:30 p.m. | CA 142 | 3 |
| s108.1 | Irving | 9:30-10:45 | CA 107 & (CA 104-102) | 3 |

ASSOCIATED STUDENTS

SUMMER

LECTURE

SERIES

NOTE: This series is free to student body card holders . . . but . . . students must secure tickets at the Student Body Hut T-1. Student body cards are good for tickets, but not for admission to this series!

July 1—DR. ALFRED KINSEY

Director, Institute for Sex Research

Topic: "Recent Developments in Sex Research"

July 8—DR. S. I. HAYAKAWA

Topic: "Mid-Summer's Night Jam"

With Two Popular Jazz Combos

July 15—"THIS WE BELIEVE ABOUT EDUCATION"

. . . Fact or Fancy . . .

A panel discussion on a recently published policy on education by the National Association of Manufacturers.

Panel includes:

Dean Quillian of Stanford
Dean Lee of UCLA
Dr. Morphet of UC, Berkeley

VS.

F. K. Brasted, NAM, New York
H. H. Fisher, Salt Lake City
N. Henry Gettle, Seattle, Wash.

Dr. Fenton McKenna, Moderator

July 22—JEAN HERSHOLT

Dean of American Stage and Film Personalities

Topic: "Fifty Years on the American Stage"

All lectures will be held in the Nourse Auditorium (The old Commerce High School) at Franklin and Hays Sts., near Civic Center, downtown, San Francisco

Summer Time Schedule Continued

| | | | |
|------|----------|-------------|------------------------|
| s110 | McCormic | 12:30-1:45 | CA 104 & (CA 133 shop) |
| s139 | McKenna | 11:00-12:15 | CA 103 |
| s180 | Bertram | 1:10-2:00 | CA 106 |
| s290 | McKenna | 8:00-9:15 | CA 103 |

Industrial Arts Teachers' Workshops (See Bulletin, page 34)

| | | | |
|------|---------------------|------------------------|--------|
| s159 | Nichols and Herring | 8:00-11:50 & 1:00-2:30 | AI 112 |
| s119 | | | |
| s109 | | | |

Industrial Arts Education

| | | | |
|--------|---------|-------------|--------|
| s270 | Nichols | 10:00-10:50 | AI 223 |
| s290.1 | Nichols | 11:00-11:50 | AI 223 |

Music

| | | | |
|----------------|---------|-------------|--------|
| s1-100 | | | |
| Section I | Barr | 1:00-2:00 | CA 224 |
| Section II | Kruth | 11:00-12:00 | CA 224 |
| Section III | Tegnell | 12:00-1:00 | CA 221 |
| s5, s106, s229 | Otey | 2:00-3:15 | CA 207 |
| s8 | | | |
| Section I | Staff | 8:00-9:15 | CA 203 |
| Section II | Tegnell | 2:00-3:15 | CA 203 |
| s250 | Otey | 3:30-4:45 | CA 203 |

Music Education

| | | | |
|------------|---------|-------------|--------|
| s101 | Staff | 10:00-11:50 | CA 203 |
| Section I | Aubin | 1:00-2:50 | CA 201 |
| Section II | Kruth | 9:00-10:00 | CA 219 |
| s191 | Tegnell | 11:00-12:00 | CA 220 |
| s192 | | 8:00-9:00 | CA 220 |
| s196 | Kruth | 10:00-11:15 | CA 319 |
| s273 | Barr | | |

Studio Instruction in Music

To be arranged (See Bulletin, Pages 35-36)

Division of Education and Psychology

| | | | |
|----------------|----------------|--------------------------|---------------------|
| Education s100 | | | |
| Section I | Disque | 8:00-9:15 & 11:00-12:00 | ED 320 |
| Section II | Disque | 9:30-10:45 & 11:00-12:00 | ED 320 |
| s102.1 | | 11:00-12:15 | ED 308 |
| s105.1 | Day | 2:00-3:15 | ED 320 |
| Section I | A. Jensen | 11:00-12:15 | ED 308 |
| Section II | Palmerquist | 2:00-3:15 | ED 320 |
| s118.1 | | | |
| Section I | Lindop | 9:30-10:45 | ED 116 |
| Section II | Lindop | 2:00-3:15 | ED 116 |
| Section III | Goldner | 12:30-1:45 | ED 116 |
| s118.2 | Wendt | 9:30-10:45 | ED 213 |
| s118.3 | Lindop | 11:00-12:15 | ED 116 |
| s130.2 | | | |
| Section I | Stockwell | 8:30-10:15 | AI 109 |
| Section II | Stockwell | 10:30-12:15 | AI 109 |
| s131.1 | Bishop | 8:00-9:15 | ED 214 |
| s134.1 | Sausjord | 12:30-1:45 | ED 206 |
| s134.2 | Applegate | 11:00-12:15 | ED 218 |
| s134.3 | | | |
| Section I | Bishop | 9:30-10:45 | ED 202 |
| Section II | Bishop | 12:30-1:45 | ED 202 |
| s134.4 | | | |
| Section I | Fitzsimons | 8:00-9:15 | ED 206 |
| Section II | Fitzsimons | 9:30-10:45 | ED 206 |
| s134.5 | | | |
| Section I | Weichert | 2:00-3:15 | ED 203 |
| Section II | Weichert | 12:30-1:45 | ED 203 |
| S 147.1 | Puter | 9:30-10:45 | ED 203 |
| s147.2 | Nofitz | 9:00-12:00 & 1:00-2:00 | Lake Merced School |
| s150.1 | Jensen | 8:00-9:15 | ED 304 |
| s156.1 | Brink | 9:30-10:45 | ED 314 |
| s190.1 | Goldman | 8:00-9:15 | ED 213 |
| s200.1 | Haan | 11:00-12:15 | ED 206 |
| s200.2 | | | |
| s201.1 | Brink | 12:30-1:45 | ED 207 |
| s201.2 | Mahan | 12:30-1:45 | ED 218 |
| s201.3 | Mahan | 9:30-10:45 | BSS 135 |
| s203.1 | Sausjord | 8:30-12:00 | BSS 137 & BSS 106 |
| s204.4 | Breslow | 1:00-2:30 | Lake Merced School |
| s205.1 | Taba, Robinson | 8:30-12:00 & 1:00-2:30 | Rms. 10, 11, 12, 13 |
| s205.2 | Loomis | 8:00-9:15 | ED 203 |
| s205.3 | V. Block | 8:00-9:15 | ED 203 |
| s205.4 | V. Block | By arrangement | ED 202 |
| s211.1 | Bliss | 2:00-3:50 | ED 301 |
| s211.2 | Hayakawa | 12:30-1:45 | ED 116 |
| s211.3 | Wendt | 8:00-9:15 | ED 213 |
| s214.2 | Applegate | 12:30-1:45 | ED 213 |
| s280.1 | | | |
| Section I | Griffin | 9:30-10:45 | ED 301 |
| Section II | Griffin | 11:00-12:15 | ED 301 |
| s281.1 | | | |
| Section I | Cowan | 9:30-10:45 | ED 207 |
| Section II | Cowan | 11:00-12:15 | ED 207 |
| s282.2 | Puckney | 9:30-10:45 | ED 214 |
| s282.3 | Puckney | 11:00-12:15 | ED 214 |
| s283.1 | | | |
| Section I | J. Smith | 8:00-9:15 | ED 218 |
| Section II | Twist | 12:30-1:45 | ED 218 |
| Section III | Twist | 2:00-3:15 | ED 218 |
| s283.2 | | | |
| Section I | Florell | 9:30-10:45 | ED 302 |
| Section II | Jones | 12:30-1:45 | ED 214 |
| Section III | Jones | 2:00-3:15 | ED 214 |
| s284.3 | | | |
| Section I | Brown | 8:00-9:15 | ED 305 |
| Section II | Brown | 11:00-12:15 | ED 305 |
| Section III | Bliss | 12:30-1:45 | ED 305 |
| s287.1 | Langesen | 11:00-12:15 | ED 302 |
| s287.2 | | | |
| Section I | Haan | 12:30-1:45 | BSS 126 |
| Section II | Florell | 11:00-12:15 | BSS 126 |
| s287.3 | Ship | 11:00-12:15 | ED 310 |
| s287.4 | Ship | By arrangement | ED 305 |
| s287.5 | Langesen | 9:30-10:45 | ED 310 |
| s287.6 | Ship | 9:30-10:45 | ED 310 |
| s287.7 | Staff | By arrangement | |
| s290 | | | |

Education of Exceptional Children

| | | | |
|----------------|------------|----------------|---------|
| General s180.1 | Holbrook | 2:00-3:15 | ED 302 |
| s180.2 | Livingston | 8:00-9:30 | ED 114 |
| s180.3 | Rothstein | 11:00-12:15 | BSS 110 |
| s180.4 | Rothstein | 9:30-10:45 | BSS 126 |
| s180.5 (n) | Lassers | 8:00-9:15 | ED 301 |
| s180.6 | Staff | By arrangement | |

Mentally Retarded

| | | | |
|--------|-----------------------|------------------------|--------|
| s221.4 | Staff | By arrangement | |
| s186.2 | Staff, Mather, Murphy | | |
| | Livingston | 8:00-12:00 & 1:00-2:30 | ED 117 |

Visually Handicapped

| | | | |
|----------|---------------------------|------------------------|---------------------------|
| s261.1 | Bricks, Henderson & Staff | 8:00-9:50 | ED 106 |
| s261.2 | Sibert | 9:00-12:00 & 1:00-3:00 | Lake Merced School Rm. 14 |
| s221.5 | Staff | By arrangement | |
| s261.1-3 | Staff | By arrangement | |
| s261.9 | Henderson | 9:00-12:00 & 1:00-3:00 | ED 106 |
| s221.1 | Henderson & Staff | By arrangement | |
| s261.2-4 | Henderson & Staff | By arrangement | |
| s261.6 | Henderson & Staff | By arrangement | |

Henderson & staff By arrangement

| | | | |
|--------------------------|--------------------------------------|------------------------|-----------------------------|
| s261.3 | | | |
| Acoustically Handicapped | | | |
| s162.1 | See page 43 summer sess. bltn. | | |
| s162.2-3 | See page 43 summer sess. bltn. | | |
| s162.3-5 | See page 43 summer sess. bltn. | | |
| s262.4 | Groht, Lyndelle, Pittenger & Earhart | 9:00-12:00 & 1:00-2:30 | Lake Merced School Rms. 8-9 |

| | | | |
|--------|----------|-------------|--------|
| s163.1 | Lyndelle | 9:30-10:45 | ED 102 |
| s163.2 | Lyndelle | 12:30-1:45 | ED 102 |
| s163.4 | Lyndelle | 11:00-12:00 | ED 102 |

Speech Correction

| | | | |
|--------------|------------------------------------|----------------|---------|
| s134 | Miksak | 11:00-12:00 | ED 107 |
| s165.1 | Frye | 9:30-10:45 | ED 107 |
| s165.2 | Lawson | 8:00-9:15 | ED 107 |
| s165.3-4 | Stafford | 1:10-2:00 | ED 101k |
| s265.7 | Hatcher | 8:00-9:15 | ED 106 |
| s121.7 | See pages 44-45 summer sess. bltn. | | |
| s265.2 | See pages 44-45 summer sess. bltn. | | |
| s265.3-4-5-6 | See pages 44-45 summer sess. bltn. | | |
| s265.8 | Lassers | | |
| s164.2 | Lawson | By arrangement | ED 103 |
| s264.3 | Hatcher & staff | 9:30-10:45 | ED 106 |
| | Whitehead | By arrangement | |

Courses Offered at Northern California School for Cerebral Palsied Children—Redwood City, California

| | | | |
|----------|-----------|----------------|--|
| s121.6 | Stoddard | By arrangement | |
| s160.2 | Yambert | 8:10-9:00 | |
| s164.2 | Whitehead | By arrangement | |
| s165.2 | Matthes | 11:00-12:15 | |
| s165.3-4 | Matthes | By arrangement | |
| s264.1 | Whitehead | 11:00-12:15 | |
| s264.2 | Stoddard | 2:10-3:00 | |
| s164.2 | Whitehead | By arrangement | |
| s265.3-4 | Matthes | By arrangement | |
| s265.7 | Matthes | 2:00-3:15 | |

Psychology General Education

| | | | |
|-------|-------|-------------|---------|
| s10.1 | Leach | 11:00-12:15 | BSS 202 |
|-------|-------|-------------|---------|

Psychology

| | | | |
|------------|------------|----------------|---------|
| s180 | | | |
| Section I | Stone | 9:30-10:45 | ED 308 |
| Section II | Van Vleet | 8:00-9:15 | ED 308 |
| s101 | Stone | 8:00-9:15 | ED 310 |
| s110 | Grossman | 9:30-10:45 | BSS 202 |
| s120.1 | Cannell | 11:00-12:15 | ED 202 |
| s130 | | | |
| Section I | Cannell | 9:30-10:45 | ED 305 |
| Section II | Rauch | 2:00-3:15 | ED 305 |
| s131.1 | Levine | 12:30-1:45 | ED 304 |
| s132 | Adler | 9:30-10:45 | ED 304 |
| s134 | Van Vleet | 11:00-12:15 | ED 203 |
| s140 | Adler | 11:00-12:15 | ED 304 |
| s141 | Rauch | 12:30-1:45 | ED 310 |
| s150 | Staff | 8:00-9:15 | ED 208 |
| s151.2 | Immergluck | 8:00-9:15 | ED 202 |
| s171 | Day | 8:00-9:15 | ED 302 |
| s172 | Immergluck | 11:00-12:15 | ED 213 |
| s251 | Levine | By arrangement | |
| s252 | Grossman | 12:30-1:45 | ED 303 |

Division of Health, Physical Education and Recreation

| Dept. and Course No. | Instructor | Hour | Room | Units |
|-------------------------|--------------|---------------|--------|-------|
| Health Education s4-104 | Berkenkamp | MW 12:00-2:30 | Gym 5A | 2 |
| s151 | Van Der Slie | MWF 1:00-3:10 | Gym 5B | 3 |

Library Now In One Place

This summer will mark the first time the entire S.F. State Library will be located in one building. For many years various departments of the library were located in different buildings.

The old campus library was closed for the last time at 5 p.m. on Wednesday, June 9.

Last Thursday, June 24, the new campus library opened its doors at 8 a.m. The hours that the library will be open are from 8 a.m. to 5 p.m., Mondays through Friday. On Saturday the library will remain open from 9 a.m. until 1 p.m.

The entire summer faculty reserve books were arranged prior to the start of Summer Session.

Location of different departments is as follows:

First floor: information desk, faculty and Natural Sciences; second floor: Social Science, Business, Education and Health. On the third floor there are: Creative Arts, Humanities and Language Arts.

A staff of twenty librarians as well as clerical and student assistants will be on hand to help the summer students and faculty.

BENEFIT SHOW

Tonight is the night radio station KGO and KGO-TV present their fourth annual Celebrity Parade for the United Cerebral Palsy Fund.

Lee Giroux, who has done all the previous Celebrity Parades, will be joined by Jack Smith in this year's production. The telethon will get underway at 11 p.m. from the Commerce high school auditorium and continue through the next day until 4 p.m.

Many prominent people in the world of entertainment will be on hand to keep the pledges coming in. Vincent A. Francis, general manager of KGO-TV, is chairman.

STATE ALUMNI PICNIC

Sunday - July 11

Women's Athletic Field
10:00 A.M. 'TILL —!

Games • Folk Dancing
Food • Food • Food

All State Alumni and Their Guests
Invited -- Youngsters? -- Sure!

Tickets 50c — includes everything
Tickets and signup sheet at student body Hut T-1

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Summer Seminar With Hayakawa

(Continued from page 1)

School for the Deaf, New York City, and that of Mrs. Vivian Lynndelle, consultant in the Education of the Hard of Hearing, California State Dept. of Education.

2. The unique situation of classmates in the course, who are themselves deaf.

3. A two-fold program, in its broad outline, involving the blind will be offered. The course material will include instruction in preparing the pre-school child for the beginning of his formal education, and other problems of the blind in that age group, along with graduate study for teachers of the blind.

This group will have the services of Mrs. Isobel Grant, counselor for the blind, Los Angeles Senior High Schools, and those of Miss Madege Leslie, consultant for education of the blind, in Portland, Oregon, schools.

Dean Cain stressed the fact of California's great need for teachers of the mentally retarded. The course offering at S.F. State in education of exceptional children prepares teachers to go directly into the school with the necessary skills for that specialty.

S.F. State's college administrators declared that the college's famed Speech Clinic at Redwood City has received applications from all parts of the United States. They indicated that the clinic promises to have the largest enrollment for an institution of its kind in the nation.

A financial grant from the United Cerebral Palsy Association is aiding the efforts of the speech clinic. Within this group, the visiting faculty will include Miss Caro Hatcher, psychologist at the State School for Cerebral Palsied Children in Southern California, and Miss Lucie Lawson, regular faculty member, will be with the Redwood City group this summer.

Three workshops, one on aviation education, another on the history and culture of China, and the last a study of the problem of juvenile delinquency, will be in operation this summer.

Dr. Arthur Beeley, chairman of the department of sociology at the University of Utah, will supervise the air aviation in education group, designed to aid the teacher of air science in schools.

The China Institute in America will sponsor the China workshop, which will include two guest lecturers: Dr. Shih-Hsiang Chen, from the University of California's Eastern Language department, and Dr. Ping-Chia Kuo, professor of History at Mills College.

Miss Grace Yang of the Institute's New York office will be on hand to assist the two lecturers with exhibits and demonstrations of various aspects of Chinese culture. This course is open to all students and will offer three units of college credit.

Study tours for students, under the direction of various S.F. State instructors, throughout the world will be conducted this summer. One such tour will cover Japan, Manila, and Hong Kong. A music and art tour proposes to touch parts of Western Europe. Several social science study groups will cover Western Europe, another the eastern Mediterranean, and one proposes to see the entire globe by airplane.

The Department of World Business is sponsoring a tour of the world to study varied economic, social, and political conditions in accordance with international business.

Nationally recognized semanticist Prof. S. K. Hayakawa will conduct a series of night lectures on the practical applications of his studies in semantics, and preside over a seminar on communications.

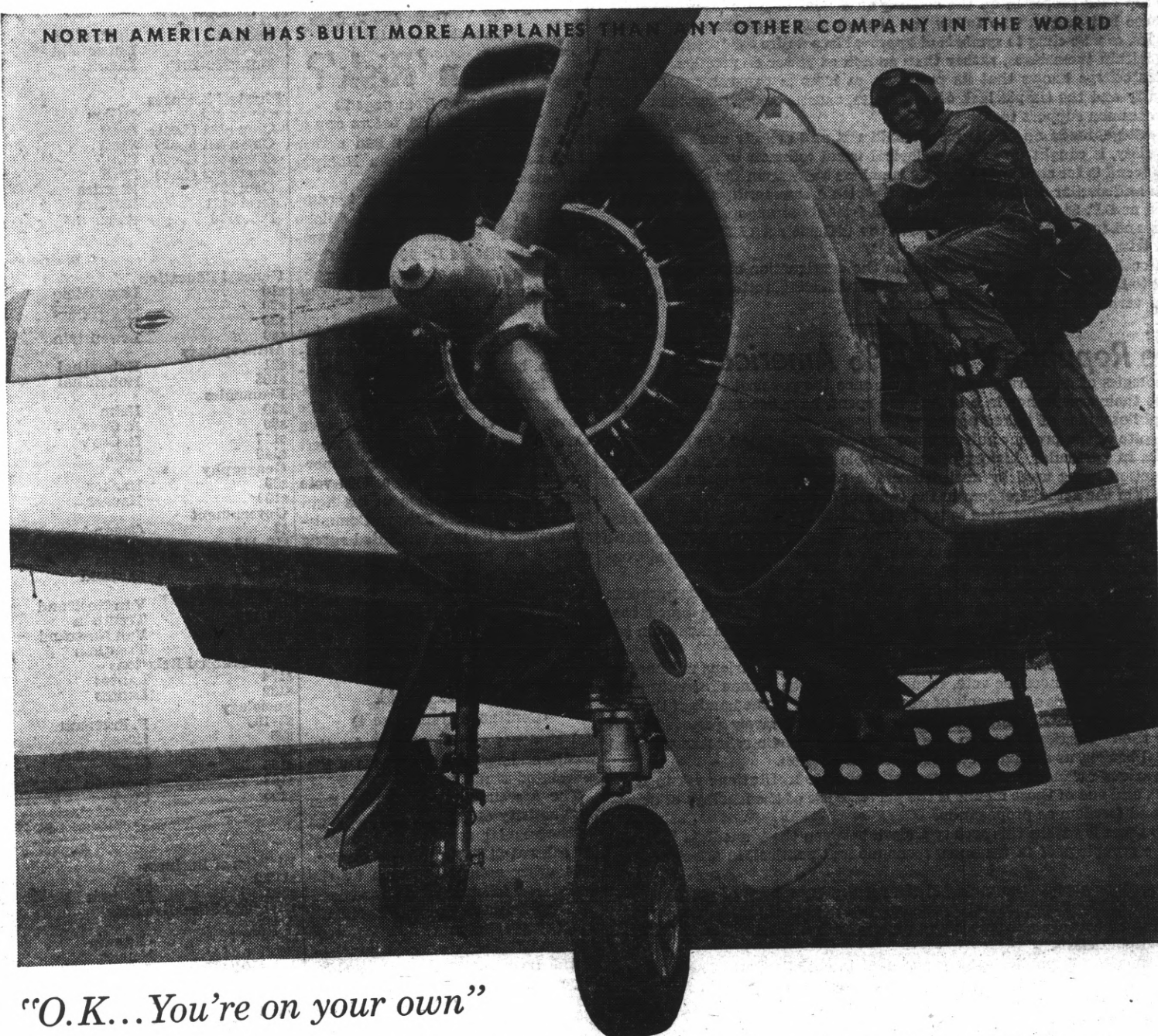
A special group of courses in human relations, emphasizing group relationships between teacher and class, administrator and staff, and the school and community, will be offered with the financial aid of a grant from the National Conference of Christians and Jews.

A workshop in parent education, in cooperation with the local district's Parent-Teacher Association, will prepare parents and teachers for leadership in this vital area of operations.

Summer Time Schedule Continued

| Dept. and Course No. | Instructor | Hour | Room | Units |
|---------------------------|----------------|---------------------|--------------------|-------|
| Division of Humanities | | | | |
| General Education | | | | |
| *s30 | | | | |
| Section I | Becker-Colonna | 12:30-1:45 | BSS 214 | 3 |
| Section II | Peterson | 9:30-10:45 | BSS 118 | 3 |
| English | | | | |
| s51 | E. Block | 9:30-10:45 | CA 103 | 3 |
| s140 | De Clark | 9:30-10:45 | BSS 217 | 3 |
| s157 | Witt-Diamant | 9:30-10:45 | CA 236 | 3 |
| s164 | Peterson | 11:00-12:15 | BSS 118 | 3 |
| *s168 | Witt-Diamant | 11:00-12:15 | CA 104 | 3 |
| s169 | Durham | 2:00-3:15 | CA 236 | 2 |
| s182 | E. Block | 12:30-1:45 | BSS 213 | 3 |
| s186 | Evans | 2:00-3:15 | CA 103 | 1-3 |
| s256 | Baker | 12:30-1:45 | BSS 119 | 3 |
| Foreign Languages | | | | |
| French s20 | Presta | 8:00-9:15 | BSS 118 | 3 |
| *French s118 | Presta | 9:30-10:45 | or by arrangement | 3 |
| German s20 | Becker-Colonna | 9:30-10:45 | BSS 119 | 3 |
| Spanish s20 | Tarbell | 9:30-10:45 | BSS 133 | 3 |
| Spanish s118 | Tarbell | 11:00-12:15 | BSS 133 | 3 |
| Philosophy | | | | |
| *s2 | Kallish | 11:00-12:15 | BSS 119 | 3 |
| *s132 | Evans | 12:30-1:45 | BSS 118 | 3 |
| Division of Language Arts | | | | |
| General Education | | | | |
| s1.1-3 | Bunzel | MWF 2:00-3:15 | S 212 | 1 |
| s2.1-3 | Miksak | MWF 2:00-3:15 | AI 227 | 1 |
| s3.1-3 | Bunzel | MWF 11:00-12:15 | S 212 | 1 |
| s6.1 | Bunzel | 12:30-1:45 | BSS 218 | 2½ |
| s6.2 | Feltham | 9:30-10:45 | BSS 130 | 2½ |
| s1a | Kerby-Miller | 12:30-1:45 | S 106 | 3 |
| s1b | Bentley | 9:30-10:45 | BSS 127 | 3 |
| English | | | | |
| s16.1-2-116.1-2 | Blau | 8:00-9:15 | BSS 127 | 3 |
| s103 | Foff | 11:00-12:15 | BSS 218 | 3 |
| s110.1 | Blau | 9:30-10:45 | BSS 218 | 3 |
| s125.1-2 | McCann | 8:00-9:15 | BSS 217 | 3 |
| s126-226 | Kerby-Miller | 11:00-12:15 | BSS 130 | 3 |
| s136 | Feltham | 8:00-9:15 | BSS 218 | 3 |
| s139-239.1 | Hayakawa | MTTH 7:30-9:35 p.m. | BSS 217 | 3 |
| s140 | De Clark | 9:30-10:45 | BSS 217 | 3 |
| s230 | Foff | 8:00-9:15 | S 212 | 3 |
| s211.1 | Hayakawa | 12:30-1:45 | BSS 217 | 3 |
| s249 | Staff | By arrangement | | 1-3 |
| Physical Education | | | | |
| s153 | Boyle | 10:10-11:00 | Gym 5A | 2-3 |
| s154.1 | Boyle | 11:10-12:00 | Gym 5A | 2 |
| s162 | Verducci | 9:10-10:00 | Gym 5A | 1 |
| Physical Education | | | | |
| mw s10.1-4 | | | | |
| Section I | DeGhetaldi MW | 3:00-5:00 | Hard's Golf Course | ½ |
| Section II | DeGhetaldi TTH | 3:00-5:00 | Hard's Golf Course | ½ |
| mw s11.1 | | | | |
| Section I | Kaufman | 9:10-10:00 | Tennis Courts | ½ |
| Section II | Kaufman | 11:10-12:00 | Tennis Courts | ½ |
| Section III | Kaufman | 1:10-2:00 | Tennis Courts | ½ |
| mw s11.2-4 | Farmer | 10:10-11:00 | Tennis Courts | ½ |
| mw s17.1 | Verducci | 1:10-2:00 | Gym 2 | ½ |
| mw s17.2-4 | Verducci | 11:10-12:00 | Gym 2 | ½ |
| w s30.1 | Beanston | 1:10-2:00 | Swimming Pool | ½ |
| m s30.1 | | | | |
| Section I | Kaufman | 10:10-11:00 | Swimming pool | ½ |
| Section II | Boyle | 12:10-1:00 | Swimming pool | ½ |
| mw s30.2-3 | Beanston | 2:10-3:00 | Swimming pool | ½ |
| mw s42.1-4 | Morton | 4:00-5:00 | Gym 8 | ½ |
| mw s52 | | | | |
| Section I | Strauss | 12:10-1:25 | Gym 9 | 1 |
| Section II | Stephenson | 12:10-1:25 | Gym 7 | 1 |
| mw s55.1-9 | Verducci | 12:10-1:00 | Gym 2 | ½-1 |
| mw s64.1-4 | | | | |
| Section I | Morton | MW 12:10-1:00 | Gym 8 | ½ |
| Section II | Morton | TTH 7:00-9:00 | Gym 8 | ½ |
| s130 | | | | |
| Section I | Moore | 10:30-12:15 | AI 109 | 1-3 |
| Section II | Moore | 8:30-10:15 | AI 109 | 1-3 |
| mw s153 | | | | |
| Section I | Strauss | 8:10-9:00 | Gym 9 | 1 |
| Section II | Strauss | 10:10-11:00 | Gym 9 | 1 |
| Section III | Strauss | 2:10-3:00 | Gym 9 | 1 |
| mw s154 | | | | |
| Section I | Stephenson | 9:10-10:00 | Gym 8 | 1 |
| Section II | Stephenson | 11:10-12:00 | Gym 8 | 1 |
| Section III | Stephenson | 3:10-4:00 | Gym 8 | 1 |
| mw s157 | Farmer | 9:10-10:00 | Gym 2 | 2 |
| mw s168 | Drury | 8:00-11:00 | Gym 7 | 3 |
| mw s169 | Drury | 8:00-11:00 | Gym 7 | 3 |
| mw s202 | Fessenden | 9:30-10:45 | Gym 5B | 3 |
| mw s203 | Farmer | 11:00-12:15 | Gym 5B | 3 |
| mw s271 | Fessenden | 8:00-9:15 | Gym 5B | 3 |
| Recreation | | | | |
| s1 | Meek | 10:10-11:00 | T 2B | ½ |
| s274.3 | Meek | 8:00-9:15 | T 2B | 3 |

NORTH AMERICAN HAS BUILT MORE AIRPLANES THAN ANY OTHER COMPANY IN THE WORLD



"O.K... You're on your own"

Moments ago his instructor said, "Good luck son. Now you try it alone." And as the young cadet turns to his plane he feels a sudden thrill run through him. He is sure he's ready... after those long months of tough, hard training. And he is ready. He'll win his wings, because those who chose him know he has the qualities a pilot must possess.

You too can know the same thrill that young man feels now... if you have the stuff in you to become an aviation cadet. Ahead of you lies a great adventure... flying with the U. S. Navy or Air

Force in the planes that guard our nation's shores.

You'll meet them all. Planes like this T-28, North American's trainer for the Navy and Air Force, that outflies many World War II fighters. And when you've won your wings you may graduate to a squadron that flies FJ-3 Fury Jets, Korea-famed F-86 Sabre Jets... or America's fastest production jet fighter, the supersonic F-100 Super Sabre.

Yes, there's high adventure ahead for you, if you take the challenge a flying career in the services offers now... if you're ready to be on your own.

organization, facilities and experience keep

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years ahead in aircraft... atomic energy... electronics... guided missiles... research and development.



-EDITORIAL PAGE-**Education: Symbols or Reality?**

It is difficult to sense, as the uniform mass of thousands descends upon this campus for registration, the inner-universe of thought and feeling, each student carries with him.

Yet, even amid the official welcomes, there will be few so brave or foolish to bare such a private world of complex being—even in self acknowledgment.

Ask the student the reason for his proximity to this campus, and the answer, if any but a furled brow held in frozen indignation, will have a narrow-practical turn to it.

It would seem that this college student is little better than a transient intruder upon the college community; a colony of minds, articulate instruments of expression, and preserved bits of truth and beauty.

Here is an "educated" person, who has grasped a role as a social being, yet is ignorant of himself to the point of accepting society's meager knowledge of him as his entire existence.

A college, infatuated with its materialistic pride and administrative edifice, may become spiritually stagnant, when it has lost the inspiration of its moral image: Each member of the college community should gain the knowledge of some system of reality, as deep in truth and as broad in its aesthetic inclusiveness as those persons are capable of creating.

To attempt more is to assume a kind of "intellectual impiety." To do less is but the collection, perhaps, of a mountain of academic trinkets.

On this campus, as with many others, that individual world, of primitive sensation and near "physiological" thought that is the numerical bulk of our knowledge, is rarely probed.

It is tempting, as the social scientist divides humanity into appropriate classes, to fit our superficial bundles of human uniqueness into neat answers to verbal abstractions.

However it is not the formal lecture, or the administrative forms and titles, nor again the professorial nod of approval, that allows one to shed the fear of intellectual difficulties and the construction of truth.

The functionaries on campus have the task of organizing more effective means of such communications through the classroom, the coffee talks, and the various campus organizations.

In all, they should lead the students in understanding that, one's existence in society is dependent upon the intelligent realization of himself in relationship with people in all the shifting situations of life.

Those lost people, who follow the aimless path of common-sense metaphysics, or who cling to symbols of approval in a desire for "security," might look within themselves, rather than snatch at power or prestige.

This college knows that its problems, at least in general, involve social disunity and the simple lack of any issues, causes, or organization all may give common support to.

A college, made up of the most intelligent and socially awakened people of society, is caught up in a sociological trend common to modern society. That trend is for society to force its members away from the shared experiences and similar modes of expression, which a community thrives upon.

Yet, as S.F. State College is filled with friendly strangers, individual students and instructors might cultivate the difficult art of freeing one's self from trite conventions in speech and act.

The college community should begin the construction of a campus dedicated to the honest projection of thought and feeling, rather than the wearing of verbal dress and academic labels.

The Republic Vs. '100% Americans'

Ideologies of democracy and freedom, once the political forces that gave rise to their acceptance in a society are spent, have become myths to conceal philosophies of naked power.

In spite of the present gulf of ignorance about the "facts" in society and politics in particular, history offers example without end of a democratic abstraction being used by anti-democratic propagandists to destroy what was left of the actual freedom in the community.

This is being demonstrated today by the zealous "100% Americans," whose gross stupidity about the philosophy of tolerance and respect of every Man's mind and his honest acts of conviction, that gave rise to the Federal Constitution, is beyond imagination's reach.

In America, for several generations, there has existed a curious paradox: political representative government, open to direction by the broad base of the nation, existing with the economic power and wealth distribution exhibiting narrow-autocratic control.

That is, the political institutions have been, through various mechanical means like the democratic vote, republican, while the economic institutions have tended towards a monopoly of wealth and power in the hands of the few.

The heads of labor unions and corporations, are rarely removed from office; their "elections" are, in effect, pale materialistic reflections of real political battles, as during a U.S. Presidential election.

By various means those in control of economic institutions retain their control, and one of those means is the perverse use of the ideology of democracy and freedom as propaganda.

Thus there is within this society a clash between the immediate interests of these groupings of institutions, economic and political, in the American Republic.

Both groups profess the same beliefs, yet the knowledge of and the perpetuation of the fundamental-American philosophy of, oddly enough, encouraging many different creeds and philosophies is confined to the statesmen and politicians.

The American Republic, as an experiment in optimism, was based on the premise, that a Man will do right in the community, not through fear of an institution's power and authority symbols, but by virtue of the respect he holds for himself.

That is, the Man is so important to society, that, in effect, he no longer must care for himself, or merely his family, but somehow be concerned about the whole of the community.

The country and himself are now inseparably identified; not with a scrap of paper, a colored cloth, but with people—those he recognizes as his life; he does not say so, he merely acts that way.

Again Man's ignorance about himself and his society is so great, that the century's military-social-economic upheavals have but thrown him into confusion and blind, nearly pathetic, lust after the security and sureness of the past by flouting the symbols of that past.

The ground upon which stands the American Republic has shaken, the air above it is still clear with a monolithic being.

The "100% Americans," who thumb the drums of old forms, long since made extinct by the forces of history, would be laughable, if they weren't so powerful.

They represent, in fact, the attitudes, prejudices, and acts of those bent on a scramble for power, as represented in economic wealth in the United States. Whether the noise in the "100% Americans" head is the truth to them or not, doesn't matter; how they act does.

Their actions are destroying the American Republic. If history, in its indifferent course, wishes the death of that Republic is a mute question; presently those few who believe in the philosophy of that Republic are charged with defending it from its internal enemies.

Dean Cain Welcomes All To S. F. State

Again I am happy to welcome the student body and faculty of the summer session. For the first time in several years our program in San Francisco is being held on one campus and it is our hope that the students on the San Francisco campus will be able to take full advantage of our magnificent new plant with its greatly expanded facilities. Careful planning has gone into the summer session offerings and we hope that all of you will be able to plan a profitable and productive program. The Associated Students are presenting an unusually fine series of summer lectures and numerous other activities which should help to make your stay in San Francisco a pleasant one.

Fine programs have also been planned for our off-campus sessions at Modesto, Santa Rosa and Vallejo. We hope that our off-campus student bodies will feel that they are a part of our summer session family and will participate in any evening campus activities they find it possible to attend.

We of the summer session administration and faculty will be most happy to help you in any way possible and hope you will feel free to drop by the summer session office, 107 Administration Building, at any time during the session.

Dean Leo F. Cain

Condon 'Risk'?

(Continued from page 2)
tion. However, in 1952, before any of the current controversy had arisen, Day supported Republican Baldwin against Condon.

The Sixth District, which is comprised of Contra Costa and Solano counties, is overwhelmingly Democratic. Registered Democrats in Contra Costa county outnumber Republicans 8 to 5, while in Solano county, the ratio is 2 to 1.

In the June 8 primary, Condon easily captured the Democratic nomination, but trailed the G.O.P. candidate in totals by nearly 7000 votes.

The final test will come in the November elections. But between then and now, Representative Robert L. Condon is faced with two important tasks: to eliminate a 7000-vote deficit, and to continue in his fight to have the Atomic Energy Commission reverse its unprecedented ruling against an American Congressman.

(This is the first in a series of four articles on Robert L. Condon. Next week: "The Charges Against Condon.")

4200 AC Cards Expected by SA

(Continued from page 4)

ual students will be eligible for the health and accident provisions of the associated students.

The Association expects to gather 3300 activity card sales at \$2.00 each in the regular summer session, and 900 sales at \$1.00 for the post session.

In other action taken up by the Board, the following were passed:

1. The managers of the Bookstore and College Union (cafeteria) were relieved of their ex-officio positions on the Board of Control, since their respective operations are no longer subject to Associated Student jurisdiction.

2. The \$500 "loan" to the dedication committee for the financial guarantee of the construction of dedication exhibits was approved by the Board.

3. In general the last year's Board criteria for approval of budgets was approved. —M.Q.

Summer staff positions on the Golden Gater are open to all students. Many editorial and production jobs have yet to be filled.

This summer's student paper is an experiment with new production techniques, creative styles of expression, and concentration on issues of interest to a mature, educated readership.

Students experienced in the journalism field, or who have had special training in any academic or professional category are invited to contact the editors through the Publications office, Hut T-1.

Publications activity include a wide diversity of interests, including makeup, secretarial work, research projects, reporting, and commercial art work. Contributions are welcomed; information may be gained at the Gater office, Hut T-1.

Summer Time Schedule Continued

| Journalism | De Clark | 2:00- 3:15 | Gater Office |
|---|-------------------|--------------------------|--------------|
| s102.1-4 | | | |
| Speech | | | |
| s11-111 | Bentley | 12:30- 1:45 | BSS 127 |
| s33 | Miksak | MWF 9:30-10:45 | CA 106 |
| s134 | Miksak | MWF 11:00-12:15 | BSS 127 |
| s149 | Miksak | By arrangement | |
| s154 | Britton | 11:00-12:15 | BSS 217 |
| s210 | Britton | 8:00- 9:15 | CA 106 |
| Division of Natural Science | | | |
| General Education | | | |
| Biol s1 | Hensill | 8:10- 9:00 & 10:10-11:00 | S 201 |
| *Math s30 | Wilson | 11:10-12:00 | S 211 |
| Section I | Wilson | 1:10- 2:00 | S 211 |
| Section II | Amsden | 8:10- 9:00 & 10:10-11:00 | S 101 |
| F.S. s34 | | | |
| Biological Science | | | |
| *Biol s40 | Nelson | 9:10-12:00 | S 204 |
| Section I | A. Oberlander | 9:10-12:00 | S 206 |
| Section II | Nelson & A. Ober- | | |
| Section III | lander | 1:10- 4:00 | S 204 |
| s126 | Hinde | 9:30-10:45 | S 210 |
| s156 | Hinde | 11:00-12:15 | S 201 |
| s170 | Gustafson | 1:10- 2:00 | S 201 |
| *s270 | Gustafson | 9:10-12:00 | S 202 |
| Zool s1A (Lect) | Staff | 11:10-12:00 | S 210 |
| Zool s1A (Lab) | Staff | 8:10-11:00 | S 207 |
| Mathematics | | | |
| *Math sA | Wilson | 8:10- 9:00 | S 211 |
| *Math s15 | Staff | 8:00- 9:15 | S 114 |
| *Math s19 | Staff | 12:30- 1:45 | S 114 |
| *Math s21 | Staff | 11:00-12:15 | S 108 |
| *Math s22 | Staff | 9:30-10:45 | S 114 |
| *Math s22 | Staff | 9:30-10:45 | S 108 |
| *Math s43 | Staff | 11:00-12:15 | S 114 |
| Math s161 | Hall | 9:30-10:45 | S 211 |
| Math s184 | Hall | 2:00- 4:00 | S 211 |
| Natural Science | | | |
| *N.S. s100 | Munch | 10:10-12:00 | S 110 |
| Section I | Munch | 2:10- 4:00 | S 110 |
| Section II | | | |
| *N.S. s110 | Butterfield | 8:10-10:00 | S 110 |
| Section I | Butterfield | 12:10- 2:00 | S 110 |
| Section II | Butterfield | 2:10- 3:00 | S 109 |
| N.S. s280-281 | Hensill | | |
| Physical Sciences | | | |
| Chem s10 | Ballou | 12:10- 1:00 | S 210 |
| Chem s21 (Lect) | Staff | 8:05- 9:20 | S 210 |
| Chem s21 (Lab) | Staff | 9:30-12:20 | S 103 |
| Chem s22 (Lect) | Staff | 3:30- 4:45 | S 210 |
| Chem s22 (Lab) | Staff | 12:30- 3:20 | S 105 |
| Geol s31 | Mandra | 11:00-12:15 | S 101 |
| Geol s131 | Mandra | 2:00- 3:15 | S 101 |
| P.S. s180 | Amsden | 1:10- 2:00 | S 210 |
| Division of Social Science | | | |
| General Education | | | |
| s10 | Lewenstein | 12:30- 1:45 | BSS 112 |
| s20 | Castleberry | 9:30-10:45 | BSS 112 |
| s30 | Heim | 2:00- 3:15 | BSS 112 |
| s40 | Lewenstein | 3:30- 4:45 | BSS 112 |
| Anthropology | | | |
| s21 | Hohenthal | 8:00- 9:15 | BSS 210 |
| s105 | Hohenthal | 9:30-10:45 | BSS 210 |
| Economics | | | |
| s50 | Heim | 11:00-12:15 | BSS 135 |
| s80 | R. Cave | 9:30-10:45 | BSS 220 |
| s117 | R. Cave | 11:00-12:15 | BSS 134 |
| s140 | Ross | 8:00- 9:15 | BSS 220 |
| Geography | | | |
| s30 | Hacker | 12:30- 1:45 | BSS 203 |
| s100 | Hacker | 2:00- 3:15 | BSS 203 |
| Government | | | |
| s2 | Cagan | 12:30- 1:45 | BSS 115 |
| s10-110 | Castleberry | 8:00- 9:15 | BSS 112 |
| s150 | Cagan | 3:30- 4:45 | BSS 115 |
| s265 | Outland | 2:00- 3:15 | BSS 115 |
| History | | | |
| s41 | Van Nostrand | 12:30- 1:45 | BSS 134 |
| s10-110 | Treutlein | 9:30-10:45 | BSS 115 |
| s146 | Van Nostrand | 2:00- 3:15 | BSS 134 |
| s271.2 | Treutlein | 8:00- 9:15 | BSS 134 |
| International Relations | | | |
| s124 | Lantos | 11:00-12:15 | BSS 115 |
| s132 | Lantos | 9:30-10:45 | BSS 134 |
| Sociology | | | |
| s5-105 | F. Freeman | 11:00-12:15 | BSS 220 |
| s20 | Ross | 2:00- 3:15 | BSS 135 |
| s150 | F. Freeman | 12:30- 1:45 | BSS 135 |
| s166 | Madison | 12:30- 1:45 | BSS 210 |
| s192 | Madison | 8:00- 9:15 | BSS 135 |
| s195 | Staff | 11:00-12:15 | BSS 210 |
| POST SESSION | | | |
| August 9 to August 27 | | | |
| Division of Business | | | |
| s117.2 | Staff | 9:00-11:40 | BSS 109 |
| s293 | Madison | 9:00-11:40 | BSS 214 |
| Division of Creative Arts | | | |
| Art s1 | | | |
| Section I | Gutman | 9:00-11:40 | AI 204 |
| Section II | Nepote | 1:00- 3:40 | AI 204 |
| Art s104 | Johansen | 9:00-11:40 | AI 214 |
| Music Ed. s101 | Staff | 1:00- 2:50 | CA 203 |
| Division of Education and Psychology | | | |
| s118.1 | | | |
| Section I | Lindop | 9:00-11:40 | ED 116 |
| Section II | Wendt | 9:00-11:40 | |
| s131.1 | Sausjord | 9:00-11:40 | ED 214 |
| s134.3 | Lepore | 9:00-11:40 | ED 202 |
| s134.4 | Haan | 9:00-11:40 | ED 206 |
| s160.1 | Lassers | 9:00-11:40 | ED 302 |
| s197.1 | McCabe & Staff | 8:30-12:00 & 1:00- 2:30 | ED 117 |
| s200.3 | Disque | 9:00-11:40 | ED 203 |
| s201.2 | R. Smith | 9:00-11:40 | ED 218 |
| s286.1 | Christensen | 9:00-11:40 | ED 305 |
| s287 | Shipp | 9:00-11:40 | ED 310 |
| Psych s130 | Staff | 9:00-11:40 | ED 218 |
| Psych s150 | | | |
| Section I | Staff | 9:00-11:40 | ED 207 |
| Section II | Staff | 9:00-11:40 | ED 214 |
| Division of Health, Physical Education and Recreation | | | |
| P.E. mw s17.1-4 | Verducci | 1:00- 2:40 | Gym 8 |
| Division of Humanities | | | |
| s30 | Stone | 9:00-11:40 | BSS 214 |
| Division of Language Arts | | | |
| Eng. s111.1-2 | Foff | 9:00-11:40 | BSS 217 |
| Speech s11 | Miksak | 9:00-11:40 | CA 106 |
| Eng. s143 | Shrodes | By arrangement | |
| Division of Natural Science | | | |
| s110 | Butterfield | 9:10-12:00 | S 110 |
| s184 | Burleson | 9:10-12:00 | S 109 |
| Division of Social Science | | | |
| Geog. s30 | Staff | 9:00-11:40 | BSS 203 |
| Govt. s10-110 | Staff | 8:00-10:45 | BSS 112 |
| Soc. Sci. 196 | | | |
| (Educ. s197.1) See above | | | |